



**HÖGSKOLAN I GÄVLE**

**PROGRAMME SYLLABUS**

**FIRST CYCLE**

**STUDY PROGRAMME IN GRAPHIC  
STORYTELLING AND SEQUENTIAL  
ARTS**

Programme Code: HGSBH

Established by the Board of Humanities, Care  
and Social Sciences 2007-05-10

**Programme Syllabus**

**Study Programme in Graphic  
Storytelling and Sequential Arts**

*(Serie- och bildberättarprogrammet)*

**This programme syllabus applies to students admitted to the autumn semester of 2008 or later.**

**STUDY PROGRAMME IN GRAPHIC STORYTELLING AND SEQUENTIAL ARTS**  
**at Högskolan i Gävle**

## **1 General Arrangement**

During the first three semesters, all students study together. During the fourth semester, the students choose to specialise in either sequential arts or graphic storytelling. All students also take 22.5 HE credits in computer science. The education results in a higher education qualification with a major in graphic storytelling and sequential arts.

## **2 Expected Learning Outcomes**

### **2.1 Expected Learning Outcomes According to the Higher Education Act<sup>1</sup>**

First-cycle studies should essentially expand upon the knowledge acquired by pupils in national or specially designed programmes in upper-secondary school, or equivalent knowledge. However, the Government may give exemptions regarding programmes in fine, applied and performing arts

First-cycle studies should develop the students

- ability to make independent and critical assessments,
- ability to independently discern, formulate and solve problems, and
- readiness to address changes in the working life.

Within the field of the education and in addition to knowledge and skills, the students should develop the ability to

- search and evaluate knowledge on an academic level,
- follow the knowledge development, and
- exchange knowledge also with individuals without expertise in the area.

### **2.2 Expected Learning Outcomes According to the Higher Education Ordinance, Appendix 2**

For a higher education qualification, the student should

#### ***Knowledge and Understanding***

- demonstrate knowledge and understanding of the programme's main field of study, including knowledge of the disciplinary foundation and knowledge of some applicable methods in the field.

#### ***Skills and Abilities***

- demonstrate the ability to search, collect and critically interpret relevant information in order to formulate answers to well-defined questions within the programme's main field of study
- demonstrate the ability to account for and discuss the own expertise with different groups, and
- demonstrate the skills required to work independently with certain

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<sup>1</sup> Chapter 1, section 7, 8 (SFS 1992:1434)

- assignments within the field of the education.

### ***Judgement and Approach***

- demonstrate knowledge of and have the ability to handle ethical issues in the programme's main field of study.

## **2.3 Specific Expected Learning Outcomes for the Programme**

The specific learning outcomes of the programme are based on the student's future profession. After the programme, the student should be able to

- tell both traditional and advanced and innovative stories, by attaching all kinds of images to each other in a defined sequence.
- independently and creatively be able to explain a process or a context by attaching images, text and symbols to a narrative whole.
- be able to account for, use and independently interpret arbitrary and iconic symbols.
- master the basic artistic techniques for describing perspectives, light and colour, and have good knowledge of the human body.
- have knowledge of the history of visual narration and its function as an educational, critical, propagandistic and aesthetic medium.

## **3 Description of the Programme**

### **3.1 Main Field of Study**

The main field of study of the programme consists of graphic storytelling and sequential arts.

After completed education, the students should be able to

- function as efficient graphic storytellers,
- work with editorial functions, such as drawer, inker, letterer, colourist and scriptwriter,
- function as authors to own original series,
- make storyboards and function in a wider field as, for instance, authors to picture-books or other products based on design methodology.

The design methodology provides a basis in order to visualise abstract ideas from a user or client.

During semester 1, the students are given a basic education in Dramaturgy (including manuscript and storyboard), Design Techniques 1, Sequential Art 1 (including knowledge of the business) and Fundamental Image Processing.

During semester 2, the studies are advanced in the courses Sequential Art 2, Web Design, Graphic Design, Design Techniques 2 and Graphic Storytelling 1, Picture-book for Children

Semester 3 includes the courses Cartoon, Animation and Graphic Storytelling 2 and Sequential Art II A.

In semester 4, the students choose a specialisation in either sequential arts or graphic storytelling. In addition to in-depth subject studies, each specialisation includes an individual project of 15 HE credits that should result in a finished product.

Both specialisations mean that the student will examine different alternatives and choose one product; in the sequential art course, a printed or digital series and in the graphic storytelling, something related to narration with images in a larger context, for example a picture-book for children, an animation, a web page et.

### **3.2 Teaching and Examination**

The teaching consists of lectures, seminars, laboratory sessions and written assignments. The basis for examination consists of submitted work, participation in laboratory sessions/seminar discussions and examinations.

During the specialisation (semester 4), the student should write a log book where the student describes and reflects on the own progression. The log book should constitute the basis for the process description submitted together with the finished project.

### **3.3 Student Influence**

There is a programme council, which consists of representatives from the working life, teachers and students. The programme council is advisory, and the programme coordinator is the chairman. Gefle Student Union appoints student representatives.

### **3.4 Internationalisation**

Student exchanges with the Center for Visual Art CVA (University of KwaZulu Natal, South Africa) are possible within the SIDA Linnaeus Palme exchange. We also receive students and visiting lecturers from CVA. Exchanges are decided in consultation with the programme coordinator.

The students are given the opportunity to contact other universities and higher education institutions with educations in the area, and may after consultation with the programme coordinator and subject representative locate the project period of the last semester abroad, or arrange an exchange year/semester within the Erasmus project.

### **3.5 Sustainable Development**

The higher education institution is environmentally certified and actively promotes environmental work, which characterises the study environment. Through the teaching and specific information, the students should be familiar with the environmental policy of the higher education institution, and thereby acquire increased skills in environmental and sustainable development.

## 4 Courses in the Programme

The courses on the Study Programme in Graphic Storytelling and Sequential Arts are adapted so that the students are able to initiate their professional career directly after completed education. At the same time, the education includes courses which provide a basis for continued studies.

F = First Cycle

### Year 1

Period	Course Name	HE credits	Level	Main Field of Study
1:1	Dramaturgy	7.5	F	Graphic Storytelling and Sequential Arts
1:1	Design Techniques I	7.5	F	Design and Form
1:1	Graphic Storytelling I	7.5	F	Graphic Storytelling and Sequential Arts
1:2	Fundamental Image Processing	7.5	F	Computer Science
1:3	Graphic Storytelling II	7.5	F	Graphic Storytelling and Sequential Arts
1:3	Design Techniques II	7.5	F	Design and Form
1:4	Graphic Design	7.5	F	Graphic Storytelling and Sequential Arts
1:4	Introduction to Web-Design	7.5	F	Computer Science

### Year 2

Period	Course Name	HE credits	Level	Main Field of Study
2:1	Graphic Storytelling I: Picture-book for Children	7.5	F	Graphic Storytelling and Sequential Arts
2:1	Graphic Storytelling II: Lexivision	7.5	F	Graphic Storytelling and Sequential Arts
2:2	Cartoon	7.5	F	Graphic Storytelling and Sequential Arts
2:2	Animation and Modelling for the Web	7.5	F	Computer Science
2:3	Graphic Storytelling III Including Degree Project 15 HE credits	30	F	Graphic Storytelling and Sequential Arts
2:3	or Sequential Arts III Including Degree Project 15 HE credits	30	F	Graphic Storytelling and Sequential Arts

## **5 Entry Requirements**

Qualified for admission to the Study Programme in Graphic Storytelling and Sequential Arts are those who fulfil the conditions for general entry requirements for higher education first-cycle studies stated in the Higher Education Ordinance

## **6 Grades**

Grades are given for courses included in the programme, according to the current course syllabus.

## **7 Examination Regulations**

### **7.1 Title of Qualification**

*Högskoleexamen*  
*University Diploma*

### **7.2 Qualification Criteria**

A higher education qualification is achieved when the student has successfully completed required courses of 120 HE credits with a certain specialisation.

For higher education qualification, the student must have successfully completed an individual assignment (degree project) within the framework of the required courses, in the main field of study of the programme.

### **7.3 Degree Certificates**

Students who fulfil the requirements for higher education qualification will receive degree certificates on request.

## **8 Further Instructions**

### **8.1 Selection Procedures.**

Permission for alternative selection must be applied for annually according to the following:

In the first part of the selection, the submitted portfolio is assessed and should consist of: A one-page series, one caricature of a well-known person, 4 model sketches and up to 4 additional optional portfolios. These submitted portfolios are ranked through common assessment. Whether the applicant may be admitted to the education or not is assessed here.

When reviewing portfolios, the assessment group base their decision on the following four criteria.

- graphic skills
- the own expression (the own voice in images).
- interest/talent in graphic design
- the desire to tell stories

Applicants who do not fulfil these criteria are considered unqualified for the education.